

Cambridge Primary

Hodder Cambridge Primary

English

Teacher's Pack

Foundation
Stage

Ruth Price

Unit 2 Exploring words



Activity Book A,
pages 10–17



Reading Book A Fiction:
No Nap for Grandad;
Reading Book A Non-fiction:
Outside Play



PCM 2: Action snap,
page 79

Learning objectives

- Build vocabulary that reflects a topic by grouping, naming and exploring the meaning and sounds of new words.
- Recognise and join in with repeated refrains anticipating and responding.
- Use more complex sentences to link thoughts.



Resources

outside play activities to reflect the actions on the activity pages, familiarity with the song 'The mulberry bush' if you wish to sing to a tune, other action rhymes that include repeated words, music player, music

Key words and language

rhyme, actions: run, hop, nap, sit, pick, sing, dance, play football, read, swim

ELL

This is the way we
(insert action).
I like to (dance).
He is (running) and she
is (skipping).
I can (run) and (hop).



Background information

Building vocabulary to reflect experiences underpins early language development and increases confidence to use talk to organise thoughts and link ideas. Singing rhymes engages learners and gives good practice in repeating correct language structures and identifying repeated refrains. Rhymes also encourage focused listening – of particular value to English language learners (ELL). Linking statements with 'and' allows learners to begin to express themselves and their ideas with growing confidence and complexity.

Word families: things I can do



Activity Book teaching notes

Pages 10–11

- If possible, provide a tune for the rhyme, 'This is the way...' on this page. Ask learners to listen first and then join in. For each verse, work out an action together to represent *run*, *hop*, *nap*, *sit* and *pick* (fruit from a tree). Add verses and ask learners to draw additional actions on page 11.

Pages 12–13

- You may need to model how to tick: try it in the air, on a large piece of paper or in sand or paint first.
- First, ensure learners understand the verbs: *run*, *sing*, *dance*, *play football*, *read* and *swim*. The pictures should support understanding.

ELL

ELL

- Provide practical opportunities for learners to try out the activities in the pictures wherever possible.
- On page 13, some learners may want to write the things they like to do. Accept creative attempts at writing to develop confidence (even if incorrect).

Activity ideas

- Sing or say: Share Storybook A, 'Clap your hands' rhyme, page 15 with the learners to enjoy a different rhyme.
- Play 'Snap': Let learners play this game in pairs. Use *PCM 2: Action snap* (on page 79 of this Teacher's Pack). Copy and cut out the cards. Each learner has 10 cards. Ask learners to work in pairs and take it in turns to put a card down, with the picture face up. If the pictures match then one person shouts 'SNAP!' and takes both piles of cards. The winner is the person who wins all the cards.

Repeating word patterns**Activity Book teaching notes****Pages 14–15**

- Sing the rhyme on page 10 again and hold up a finger each time you sing, 'run in the sun'. Then count with learners. Invite them to join in and count with you. Invite confident learners to sing alone or in pairs while the rest of the class counts.
The second activity repeats the activity on page 14 with different words: 'sit in the sun.'

**Activity ideas**

- Act it out: As you sing the rhyme together, invite the learners to remember and perform the actions they created for the rhyme in the previous session.
- Clap it: Repeat the rhyme and ask the learners to clap, not say, the words that are repeated each time, to play with the rhythm of the repeated words.
- Sing: Sing other rhymes about common actions and encourage learners to react when they hear a repeating phrase or sentence. Ask them to jump up or sit down or clap when they hear a word, phrase or sentence as you read aloud.
- Listen: Share Reading Book A Non-fiction *Outside Play* with learners to talk about the repeating rhyme that features on each page (*play/day/today*).